DOCUMENT RESUME

ED 206 315 IR 009 627

AUTHOR Gelfand, M. A.
TITLE Library Education in Hacettepe University, Turkey.
INSTITUTION United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO TR/RP/1975-76/4.221.3
PUB DATE 15 Feb 77
NOTE 35p.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS College Faculty; Courses; Curriculum; Developing Nations; Doctoral Programs; Higher Education; *Library Education; *Library Schools; Masters Programs; Questionnaires; Tables (Data); Undergraduate Study
IDENTIFIERS *Turkey

ABSTRACT

This report describes the undergraduate and graduate programs in library science offered at Hacettepe University in Ankara, Turkey. Chapters discuss (1) program goals and objectives; (2) curriculum; (3) faculty; (4) students and enrollment; (5) governance, administration, and financial support; and (6) physical resources and facilities. A list of recommendations for program improvement is included, and tables display data for 1972 through 1976. A copy of the evaluative questionnaire used to gather data for this project is appended. (FM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED206315

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

T U R K E Y

LIBRARY EDUCATION IN HACETTEPE UNIVERSITY

by M.A. Gelfand

Report prepared for the Government of Turkey by the United Nations Educational, Scientific and Cultural Organization (Unesco)

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Susanne Adlung

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U N E S C O

Reproduced by permission of
Unesco

IR009627

Technical Report
RP/1975-76/4.221.3
FMR/GPI/77/121(Gelfand)
15 February 1977

© Unesco 1977
Printed in France

TABLE OF CONTENTS

		Page
	Introduction	3
I.	Programme goals and objectives	4
II.	Curriculum	6
III.	Faculty	12
IV.	Students	16
V.	Governance, administration and financial support	19
VI.	Physical resources and facilities	20
VII.	Summary of recommendations	22

List of Tables

1.	Undergraduate programme	7
2.	Graduate courses offered since Fall 1972	10
3.	Faculty appointments, 1972-1976	12
4.	Faculty teaching assignments, 1972-1973 to 1976-1977..	13
5.	Graduate applications and admissions, 1972-1976	17
6.	Enrolment in all programmes, 1972-1976	18

Appendix

I.	Evaluation questionnaire	25
	Curriculum vitae form	31
II.	Schedule of meetings and visits in Ankara	33

Introduction

1. This is the report of an evaluative survey of the Department of Library Science, Hacettepe University, Ankara, Turkey. The survey was made by the consultant between 18 November and 13 December 1976, within the framework of a Unesco mission financed by the Regular Programme. The terms of reference were: to give, "in full co-operation with the Department of Library Science .... a series of courses on information retrieval; advise on the revision of the curriculum ....".

2. On 19 November the consultant met with Doç. Dr. İlhan Kum, the Department Chairman, for a discussion of his particular interests and concerns. These proved to range over a broad spectrum beyond the curriculum and teaching. In the circumstances, it was agreed that the consultant could be most helpful by conducting a comprehensive evaluation of the Department's goals, programmes and resources. He would identify areas of strength and weakness, consider significant problems, and make relevant recommendations. Moreover, since the evaluation would be his major activity, the consultant would limit his teaching to the presentation of two "public" lectures on aspects of library co-operation and information networks.(1)

3. The principal information-gathering instrument was the consultant's "Evaluation Questionnaire"(2) in which the questions were grouped under the following headings: (i) programme goals and objectives; (ii) curriculum; (iii) faculty; (iv) students; (v) governance, administration and financial support; and (vi) physical resources and facilities.(3) Another purpose of the questionnaire was to serve as the basis for a series of discussions with the faculty.

4. In addition to the questionnaire responses and individual and collective discussions with faculty, the consultant used documentary materials produced by the Department and by two visiting professors previously associated with it.(4) By way of acquainting himself with Turkish libraries he visited several libraries in Ankara. He also called on Prof. G. Ateman, Vice-Rector of Hacettepe University, and Prof. Emel Doğramaci, Dean of the Faculty of Social and Administrative Sciences, under whose general supervision the Department of Library Science operates.(5)

5. The report that follows reflects the organization of the survey instrument and contains the consultant's findings, comments and recommendations.

---

(1) The first lecture, "Regional co-operation: the METRO system", was presented on 7 December; the second one, "National and international library and information networks", on 10 December.

(2) See Appendix for a copy of the questionnaire.

(3) These headings correspond to the ones in Standards for Accreditation (Chicago: American Library Association, 1972).

(4) Thomas Minder and Benjamin Whitten, Jr., who were members of the faculty from 1972 to 1974, published two articles which were based upon their experience at Hacettepe University:
"Education for Librarianship in Developing Countries: the Hacettepe Experience", Journal of Education for Librarianship, 14(4), Spring 1974, pp. 220-233;
"Basic Undergraduate Education for Librarianship and Information Science", Journal of Education for Librarianship, 15(4), Spring 1975, pp. 258-270.

(5) See Appendix for selected list of the consultant's visits and other activities.

I. PROGRAMME GOALS AND OBJECTIVES

Introductory Note

6. Chronologically, the Department of Library Science was preceded by the Institute of Library Science and Documentation, an entity that still exists, although it is not yet fully operational. Thus it developed that the first statement of goals and objectives appeared in March 1973 in the Academic Programme Outline[1], a paper issued in the name of the Institute. This statement explains the principles and objectives of the then new Master's programme in librarianship. Since its appearance, the Department has introduced an undergraduate as well as a doctoral programme with distinctive general goals.

7. The importance of clearly defined goals and specific objectives - the institution's own conception of its mission - as a framework within which to form judgements on the degree and quality of an institution's performance is widely accepted. Goals and objectives should be set realistically in the context of the principles and practices of the profession they reflect, be responsive to the needs of the constituency for which they are designed, and make provisions for revisions in the light of changes in or contributions from the profession.

8. While the respective missions of the three academic programmes - Undergraduate, Master's and Doctoral - are clearly understood and endorsed by the faculty, there is as yet no comprehensive written statement available. In the following section the consultant will report, accordingly, his own interpretations of the goals and objectives of the Department.

The Undergraduate Programme

9. The general goal is to prepare librarians to work effectively on an "operational" level in all types of libraries. This is further defined to imply that graduates should be able to take charge of a library if conditions require it, and should not be thought of solely as beginners who must work under close supervision.

Specific objectives are:

(1) to equip graduates with the most modern technical tools, including computers, reflecting new trends in and applications of technology;

(2) to give graduates a good cultural and intellectual background as well as education in the principles and practices of librarianship;

(3) to emphasize the study of Old Turkish, English and other modern languages because of their importance in serving the national interests of Turkey;

(4) to prepare librarians to cope effectively with Turkish manuscripts and other old materials including archives;

(5) to introduce the student to the significance and applications of scientific methods in librarianship;

(6) to create potential candidates for advanced studies in librarianship by encouraging exceptional students to enter the Master's programme after graduation.

(1) Hacettepe University. Institute of Library Science and Documentation, Academic Programme Outline, March 1973, 11 p. (typewritten).

Commentary

10. These are sound goals and objectives. They reflect a sensitive awareness of Turkey's cultural environment and a sense of the growing importance of library and information services.

The Master's Programme

11. The general goal is to prepare leaders in the profession of librarianship. They will be "problem solvers" and "engineers of major changes in the profession".

Specific objectives are:

(1) to educate the student in the principles, characteristics and applications of scientific research in library and information studies;

(2) to promote and facilitate intellectual and professional communications between students and faculty;

(3) to foster individual initiative in the selection of problems for research and the application of appropriate methodologies;

(4) while providing a problem-oriented approach to advanced studies in library operations in various types of libraries, to foster the education of subject specialists with an intellectual and scholarly, rather than a managerial orientation;

(5) to admit well qualified graduates, from all universities, with no previous undergraduate training in library science, but with a strong subject specialization or substantive library experience, to the Master's programme;

(6) to provide for all students in need of it, a supervised, programmed internship in a library or information centre;

(7) to encourage the graduate to follow an individual course of continual professional development.

Commentary

12. These goals and objectives are laudable. Research oriented librarians are still a relative rarity, yet the need for them is great indeed; in Turkey, where they can help solve continuing problems and give fresh leadership to the library profession, and in many of the other countries of the world as well.

13. The objectives are sufficiently broad to encompass the major impacts and significance of new technologies and the trends toward more effective library co-operation.

The Doctoral Programme

14. The general goal is to prepare highly qualified teaching staffs for the library schools of Turkey.

Specific objectives are:

(1) to foster theoretical as well as empirical studies that will advance and possibly influence the field of librarianship;

(2) to improve further the present faculty of the Department of Library Science;

(3) to introduce and develop new fields of advanced studies.

Commentary

15. The goals and objectives of the Doctoral programme are, of course, related to those of the Master's programme and reflect a strong sense of responsibility for the further improvement of library education in Turkey.

The Department's conception of its responsibilities

16. The Department's constituency consists not only of its students, but of the university community and the library profession in general. The Department also recognizes a moral obligation to serve the national interests of Turkey. The Department displays concern for a balanced undergraduate educational programme which draws upon the offerings of the Faculty of Social and Administrative Sciences and reflects to a degree the educational policy of that faculty. The direction of the Master's programme shows a keen understanding of the need to raise the quality of librarianship and to provide better leadership for library development.

Recommendations

17. (1) That the Department review and possibly revise its goals and objectives to distinguish between those applicable to the three educational programmes and those that more properly relate to the Department as a whole or to the Institute. (The Department, for example, should assume responsibility for such specific objectives as field experience (internship), continuing education programmes: special courses, conferences, workshops, etc. The Institute of Library Science and Documentation can be assigned specific objectives to provide for research projects, a research-oriented journal, etc.)

(2) That the Department publish and distribute widely a revised version of its goals and specific objectives. (This can be done as a special announcement or as part of a regular department bulletin or catalogue.)

II. CURRICULUM

18. There are two well organized curricula: the undergraduate and the graduate one on the Master's level. The Ph.D. programme is not organized in the same way, but is designed to be shaped to the needs and interests of individual candidates. At the same time, it meets the general requirements for doctoral studies of the Faculty of Social and Administrative Sciences (FSAS). The M.A. and B.A. programmes were designed with the advice of Mr. Thomas Minder, a visiting professor from 1972 to 1974, and were subsequently modified by the Faculty Council of the FSAS before being introduced in 1972 and 1974 respectively. These two programmes will be presented here for discussion.

The Undergraduate Programme (B.A. in Library Science)

19. The four-year undergraduate programme is preceded by a required preparatory year of English studies. At the conclusion of this year students may take a second admission examination. Those who succeed in raising their initial examination grade may consequently qualify for a place in another discipline than

the one to which they were originally admitted. A few library science students will transfer to other fields at this stage. The substantive undergraduate curriculum begins in what is for most students the second year of their attendance in the university. An overview of this curriculum is shown in Table 1.

TABLE 1 - Undergraduate Programme

Year/semester	Basic arts and sciences courses	Professional courses
First/Fall	Advanced English Statistics I Int. to Psychology History of Science Old Turkish	Introduction to Library Science I
First/Spring	Advanced English Statistics II Social Anthropology Linguistics Old Turkish II	Introduction to Library Science II
Second/Fall	Advanced English Arabic or Persian	Reference and Bibliography I Cataloguing and Classification I Research Methods
Second/Spring	Advanced English Arabic or Persian	Reference and Bibliography II Cataloguing and Classification II Library Procedures Cataloguing and class. lab. work
Third/Fall	Arabic or Persian German or French	Types of Libraries I Data Processing Cataloguing and class. lab. work Reference and bibliog. lab. work
Third/Spring	Arabic or Persian German or French	Types of Libraries II Serial Publications Systems Analysis Cataloguing and class. lab. work
Fourth/Fall	German or French Turkish History	Rare Books I Computer Programming Audio-visual Materials Administration I Cataloguing and class lab. work
Fourth/Spring	German or French Turkish History	Rare Books II Automation of Libraries Administration II Reference and bibliog. lab. work

Commentary

20. There is evidence here of a thoughtfully conceived structure. In basic arts and sciences the emphasis on languages is commendable in view of Turkey's unique position between the East and the West and her previous cultural history. The curriculum is stronger in the social sciences than in the humanities or physical sciences. At the same time, some important subjects such as economics

and political science are not present. The humanities might possibly be strengthened with the addition of a course in modern Turkish literature and an introduction to philosophy. In the physical sciences it might be questioned whether a single course in history of science is an adequate introduction to the range and variety of the sciences and the characteristics of scientific research.

21. The library science curriculum is to be commended for its emphasis on tool subjects in information studies. Systems analysis, data processing, programming and library automation, are recognized increasingly as important, if not vital subjects in the education of librarians. The strong movement toward creation of national information systems (NATIS) in which Unesco has given significant leadership, requires librarians who are capable of working with computers and have a sound education in information studies.

22. Traditional librarianship is well represented in the curriculum, but could be strengthened further in some respects. The separation between lecture and laboratory work in cataloguing and bibliography courses is not essential. The instructional impact of these courses could be increased by integrating lecture and laboratory sessions in each course. These courses could possibly be offered in the new library building at Beytepe in a classroom which could be dedicated to and equipped for that purpose.

23. Since so many undergraduates come to the university with little or no experience in using a good library, it would appear essential to provide a supervised field experience - an internship - in a good library as an integral element of the undergraduate programme.

24. The course in library procedures appears to have an ambiguous design. Would it not improve the programme if this course were explicitly designed as one in technical services other than cataloguing and classification?

25. Other areas in which further emphasis appears to be needed include: book selection and collection building, reading interests and needs of children, young people and adults, and contemporary problems in Turkish libraries and information centres.

26. Finally, a few observations on the use of English in teaching appear to be appropriate. Presumably, English language study is given much prominence because so much of the information a university student needs for his education appears only in English. Yet few courses, except those in the Department of English Language and Literature, and those taught by visiting professors whose native tongue is English, are taught in English. In library and information studies the largest proportion of the literature is in English. On purely objective grounds a case could be made for teaching in English one or more of the professional courses. Several faculty members are fluent in English and could do this. Is this the right time to extend the use of English in teaching? Only the faculty can answer this question.

Recommendations

27. (1) The Department faculty should review the basic arts and sciences programme and find ways to extend further, studies in the humanities and the physical sciences.

(2) Instruction and practice (laboratory work) in cataloguing and classification and reference and bibliography should be integrated within each course.

(3) The library should be requested to make available and furnish appropriately a room large enough to accommodate 40 or more students, for exclusive use as a laboratory for the Library Science Department.

(4) An internship programme should be made an integral part of the undergraduate curriculum. (It is suggested that such a course could extend over a 4 to 6 semester period. The new main library would be an excellent centre for this activity. It could be conducted under the general supervision of the university librarian and the immediate direction of a Deputy Director of Internship. The four new subject specialist positions which the Department of Library Science has been assigned could be a source of assistance in this programme. Other possible internship sites appear to be the Medical Library at Hacettepe University, METU, TURDOK, the Turkish Historical Society Library and the Library of the Grand National Assembly.)

(5) The Department faculty should consider the advisability of making more explicit the title and scope of the course in library procedures. (A suggestion for a new course title and description: Technical Services. "This course will deal with technical services other than cataloguing and classification. Selected topics: acquisitions procedures, binding, circulation control, stack management, equipment use and maintenance, copying machines, computer terminals, etc.")

(6) Further analysis of the curriculum should be made to determine whether existing courses can be modified or new courses introduced to accommodate book selection and collection-building, reading interests of persons on various levels, and contemporary library and information centre problems in Turkey.

(7) The Department faculty should consider whether it is now appropriate to extend the use of English in teaching the professional programme.

The Master of Arts Programme

28. This was originally designed as a research-oriented curriculum consisting of two core courses in research methodologies, a possible specialization in any one of four "stems": library operations, type of library, subject specialization, and research methodology; and a thesis. A typical stem curriculum would take the following form:

Core courses (2)	6 credits
Special stem required courses (3)	9 credits
Other stem courses (1 each)	9 credits
Optional courses (2)	6 credits
Thesis	6 credits
	36 credits

Building upon the core of research methodology, the student would concentrate in one stem while drawing upon offerings from the other three stems. The thesis would be the focal point of the student's research and would serve to demonstrate his professional knowledge and, above all, ability to apply appropriate research methodology in a problem-oriented setting.

29. At least 36 discrete courses were envisaged in the original design of the curriculum. Of these, some 26 have been offered one or more times since the programme was introduced in the 1972 fall semester. The small size of the faculty and student body has prevented the Department from offering more than one stem

specialization - library operations - and even that design has not yet been fully realized. Students have not been able to draw upon other stem courses as originally contemplated. Instead, they have enrolled in those courses that were available at a particular time.

Graduate offerings since Fall 1972

30. In Table 2, which follows, it is possible to see the extent to which the Master of Arts curriculum has been put into effect.

TABLE 2 - Graduate courses offered since Fall 1972

No. and title	Year of introduction	Frequency	Compulsory (C) or Selective (S)	Remarks
598, Int. to Lib. Sci.				
599 and Doc.	1973/Fall	Annual	C	1
601 University libraries	1972/Fall	Occasional	S	
602 Adv. cat. and classif.	1973/Spring	Occasional	S	
603 Info. services (reference)	1972/Fall	Annual	C	
605 Medical libraries	1972/Fall	Occasional	S	
607 Seminar on univ. libs.	1972/Fall	Occasional	S	
609 Int. to Info. Science	1972/Fall	Occasional	S	
610 Systems analysis I	1973/Spring	Annual	C	
611 Systems analysis II	1973/Summer	Occasional	S	
612 Core I	1973/Spring	Annual	C	
613 Core II	1973/Fall	Annual	C	
616 Co-op. and networks	1973/Fall	Annual	C	
620 Subj. bib. (Soc. Sci. and Humanities)	1972/Summer		S	2
626 School libraries	1975/Spring	Occasional	S	
640 Buildings and admin.	1974/Spring	Annual	C	
680 Systematic bibliog.	1974/Spring	Annual	C	
695 Graphic arts	1976/Fall	Occasional	S	
701 Seminar: problems Turkish librarianship	1973/Spring	Occasional	S	3
702 Seminar: Hist. of printing in Turkey	1974/Fall	Occasional	S	3
704 Public library probs.I	1974/Fall	Occasional	S	3
706 Pub.library probs.II	1975/Spring	Occasional	S	3
709 Comparative libshp.	1974/Fall	Occasional	S	3
716 Co-op. and networks	1974/Fall	Annual	C	4
718 Educ. for libshp.	1975/Spring	Occasional	S	3
720 Standards in Turkish librarianship	1976/Spring	Occasional	S	3

Remarks:

1. Compulsory for students from disciplines other than librarianship.
2. Replaced with 680 Systematic bibliography.
3. For some M.A. students and all Ph.D. students.
4. Compulsory for all Ph.D. students.

Note: Although all the Ph.D. courses were offered as "selective courses", in actuality, since there were no other courses, all the Ph.D. students took those courses.

Table 2 shows that the following courses have been offered continually; hence they might be regarded, in an empirical sense, as a "core":

Core I and II
Int. to Library Science and Documentation
Information Services (Reference)
Systems Analysis I
Co-operation and Networks
Buildings and Administration
Systematic Bibliography

A comparison of these courses with those listed in the "Academic Programme Outline" under each of the four stems, shows that no stem is fully represented, but that more courses fall into the Operations and Type of Library groups than in either of the other two.

Commentary

31. The Department faces a difficult dilemma. There is a fully developed Master's degree programme with an intellectually and professionally acceptable rationale. But it cannot be put into full effect with a small faculty and student body. Should the Department abandon the curriculum and create an entirely new one? Should it adopt a gradual approach and take the position that it will introduce successive stems as faculty strengths and student enrolment warrant? Can the essential values of the present curriculum be retained with a simpler and more flexible design? These are only a few alternatives from which a choice might be made.

32. A combination of the last two alternatives appears to be the most feasible and attractive choice. There is a close relationship between the type of library stem and the library operations stem. The required courses in these stems could possibly become part of a larger core including the present two-core courses. Provision could be made for subject and research methodology specializations within the enlarged operations-type of library stem. Flexibility could be introduced (1) by modifying the core, (2) permitting students to begin work on the dissertation whenever the student is ready to present a proposal without regard to the number of courses he has completed, and (3) by encouraging students to take courses that are directly related to their interests and are not offered in the Department, in other departments of Hacettepe University or in the Ankara University Library School.

33. As conditions permit, new specializations can be developed. A promising area, particularly for graduates of the undergraduate programme, who will have completed four courses in information oriented studies, would be information science. The availability of a present faculty member with extensive experience in computer applications is a distinct asset in this connexion.

Recommendations

34. (1) Retain the present research-oriented, problem-solving goal.

(2) Retain the thesis requirement, but permit and encourage the student to begin work on it as early as possible without regard to the number of courses he has completed.

(3) Merge the library operations and type of library stems into a single, "operations in major types of libraries" stem.

(4) Enlarge the core of required courses by adding to the present core, selected required courses in the present operations and type of library stems.

(5) Review the present Introduction to Library Science and Documentation course with a view to enlarging its scope.

(6) Provide for students without previous library experience an opportunity for a supervised internship.

(7) Review and evaluate the curriculum at regular intervals.

III. FACULTY

35. Hacettepe University and the Department of Library Science are to be commended for building up within the remarkably brief period of five years a highly qualified faculty of five full-time members, and for having attracted a distinguished group of lecturers and visiting professors to participate in the inauguration of the M.A. programme in 1972 and the B.A. programme in 1974.

Qualifications of the faculty

36. Most of the faculty hold the Ph.D. degree or are current candidates for it, as Table 3 shows.

TABLE 3 - Faculty appointments, 1972-1976

Name	Highest degree	Status	Date(s) of Appointment
Doç. Dr. Adil Artukoğlu	Ph.D.	Full-time	1974-
Prof. Dr. Osman Ersoy*	Ph.D.	Visiting prof.	1972-
Tülin Gürkanlar**	M.A.	Full-time	1975-
Ersay Gürsoy**	M.A.	Part-time	1975-
Mrs. Phyllis Lepon (Erdoğan)**	M.A.	Part-time	1972-
Thomas Minder	M.A.	Visiting prof.	1972-1974
Dr. Lowell E. Olson	Ph.D.	Visiting prof.	1974-1975
Ülker Sanalan**	M.A.	Full-time	1974-
Dr. Nilüfer Tuncer	Ph.D.	Full-time	1972-
Dr. Vural Türker	Ph.D.	Part-time	1975-
Dr. Benjamin Whitten	Ph.D.	Visiting prof.	1973-1974
Doç. Dr. Berrin Yurdadağ***	Ph.D.	Visiting Doçent	1972-1973
Doç. Dr. İlhan Kum****	Ph.D.	Chairman	1975-

Notes:

* Head of the Faculty of Library Science, Ankara University.

** Ph.D. candidate, Hacettepe University, Department of Library Science.

*** Member of the Faculty of Library Science, Ankara University.

**** Founding member of the Department of Library Science, Hacettepe University.

37. The Department has received authorization for the appointment of four subject specialists for the University Library, and of two junior faculty.

38. For additional part-time faculty the Department has the ability to draw upon the faculties of other Turkish universities, and it is currently considering how to appoint highly qualified staff from libraries outside the University system, for occasional lectureships.

Faculty work-load

39. There is a six-hour weekly minimum (two courses) for tenured faculty. There is no set number of hours for assistants, some of whom are assigned to duties such as assisting a Doçent or looking after departmental needs, in addition to teaching. In Table 4 there is a record of faculty teaching assignments from 1972 to the present time. This also serves to show their specializations.

TABLE 4 - Faculty teaching assignments, 1972-1973 to 1976-1977

Name	Year/ semester	Course(s) taught	Undergraduate (U), Graduate (G)
Doç. Dr. Adil Artukoğlu	1974/Fall	Int.to Lib. Sci.& Doc.I	G
		Co-op.& Networks (2 sections)	G
	1975/Spring	Int.to Lib. Sci.& Doc.II	G
	1975/Fall	Co-op.& Networks	G
		Cat. and Classif. I	U
	1976/Spring	Cat. and Classif. II	U
		Cat. and Classif. Lab. Work	U
	1976/Fall	Cat. and Classif.	U
		Cat. and Classif. Lab. Work	U
Prof. Dr. Osman Ersoy	1973/Spring	Seminar: Probs. Turkish Libshp.	G
	1973/Fall	Seminar: Hist. Printing Turkey	G
	1974/Spring	Seminar	G
	1974/Fall	Public Library Problems I	G
	1975/Spring	Public Library Problems II	G
	1975/Fall	Public Library Problems I	G
	1976/Spring	Libraries and Printing Shops in Turkish History	G
		Standards in Turkish Libshp.	G
	1976/Fall	Types of Libraries	U
Tülin Gürkanlar	1975/Fall	Research Methods	U
	1976/Spring	Library Operations	U
	1976/Fall	Research Methods	U
Ersay Gürsoy	1975/Fall	Systems Analysis	G
	1976/Fall	Data Processing	U
Doç. Dr. İlhan Kum	1975/Fall	Int. to Lib. Sci. & Doc. I	G
		Int. to Lib. Sci. I	U
	1976/Spring	Buildings and Libraries	G
		Int. to Lib. Sci. II	U
	1976/Fall	Int. to Lib. Sci. I	U
Phyllis Lepon	1972/Fall	Information Services (reference)	G
	1973/Spring	Information Services (reference)	G
	1974/Spring	Int. to Lib. Sci. & Doc. II	G
	1976/Fall	Information Services	G
Thomas Minder	1972/Fall	University Libraries	G
		Int. to Information Science	G
	1973/Spring	Systems Analysis I	G
		Core I	G
	1973/Summer	Systems Analysis II	G
	1973/Fall	Core I	G
		Core II	G
		Co-op. and Networks	G

Name	Year/ semester	Course(s) taught	Undergraduate (U), Graduate (G)
	1974/Spring	Systems Analysis I	G
		Core II	G
		Administration and Libraries	G
Dr. Lowell E. Olson	1974/Fall	Core I	G
		Libraries and Buildings	G
		Comparative Librarianship	G
	1975/Spring	Core II	G
		Development of School Libraries	G
		Education for Librarianship	G
Ülker Sanalan	1974/Fall	Int. to Lib. Sci. & Doc. I	G
	1975/Spring	Systematic Bibliography	G
	1975/Fall	Reference and Bibliography I	U
	1976/Spring	Reference and Bibliography II	U
		Int. to Lib. Sci. & Doc. II	G
		Information Services	G
	1976/Fall	Reference and Bibliography I	U
		Ref. and Bibliog. Laboratory	U
Dr. Nilüfer Tuncer	1972/Fall	Medical Libraries	G
	1973/Spring	Cat. and Classification	G
		Seminar on University Libraries	G
	1974/Spring	Int. to Lib. Sci. & Doc. II	G
	1974/Fall	Information Services	G
		Medical Libraries	G
	1975/Spring	Int. to Lib. Sci. & Doc. II	G
	1975/Fall	Core I	G
	1976/Spring	Int. to Lib. Sci. & Doc. II	G
		Core II	G
	1976/Fall	Systematic Bibliography	G
Dr. Vural Türker	1975/Fall	Graphic Arts	G
Dr. Benjamin Whitten	1973/Summer	Bibliog. of Social Sciences and Humanities	G
	1973/Fall	Int. to Lib. Sci. & Doc. I	G
	1974/Spring	Systematic Bibliography	G
Doç. Dr. Berrin Yurdadag	1972/Fall	Seminar on University Libraries	G

Research and publication

40. There is evidence in the records of faculty research and publication and in the work of the graduate students, of strong interest in current problems of libraries and information centres in Turkey. Dr. Kum's doctoral thesis on library education in Turkey makes a strong argument for graduate library education. His research on Turkish medical libraries is important for the future of medical research. His latest publication is an article on the growth of the literature of pediatrics research. Dr. Artukoğlu did a thesis on problems of library co-operation in Turkey and has written several papers on medical records. Dr. Tuncer studied contemporary Turkish picture books and produced a doctoral dissertation on this subject.

41. Among the full-time assistants and part-time lecturers associated with the Department, who are engaged in doctoral research, Phyllis Erdoğan (Lepon) is doing research on the status of Turkish library school graduates; Tülin Gürkanlar is completing a work on public libraries in Ankara; Ülker Sanalan is dealing with problems of bibliographic control in Turkey; and Ersay Gürsoy is involved with a model for on-line computerization of circulation control and serials records.

42. M.A. theses completed under the direction of the faculty also display an emphasis on current topics and problems. A sampling of titles reflects this emphasis: (1) "Improvement of Hacettepe University Library's serials catalogue through computerization"; (2) "A union catalogue of documents compiled by computer"; (3) "Centralization of university libraries"; and (4) "International information systems and Turkey".

43. Among M.A. proposals awaiting approval is one dealing with library education in Turkey; another, with an analysis of articles published in the Bulletin of the Turkish Library Association.

44. And finally, there is an approved Ph.D. thesis proposal for a study of union catalogue attempts in Turkey.

Commentary

45. The faculty is indeed well qualified, but there is a serious question as to its ability to support the graduate as well as undergraduate curricula unless it is enlarged by the addition of full-time as well as visiting faculty. With the addition of two new classes of undergraduates in 1976 and 1977 the teaching load will be increased - with the possible result that graduate work may suffer unless the staff is augmented.

46. Faculty needs cannot be considered without reference to the size and composition of the student body, the curriculum, and the goals and objectives of the Department. It does seem clear, however, even at this time, that graduate work, which is likely to be the most promising departmental activity, will decline unless there is a regular flow of new graduate students and a faculty of adequate size and training.

47. There is high potential for active research and publication in the faculty. As it matures further and grows in size, and the graduate programme develops, it is to be expected that research activity will increase among both students and faculty.

48. The Institute of Library Science and Documentation is a possible vehicle for encouraging and supporting faculty research. It is authorized to conduct research and can apply for funding to a variety of sources, non-governmental as well as governmental. But proposals for research must first be produced.

Recommendations

49. (1) Future faculty needs to meet the growing requirements of the graduate programmes should be identified and strong efforts made to add needed faculty.

(2) The Department should resume its previous practice of bringing in visiting lecturers and professors for short-term and long-term assignments.

(3) A research programme for the Department should be created and one or more research proposals prepared for funding through the Institute of Library Science and Documentation or an outside source. (A project that suggests itself is a study of how to improve the dissemination of medical information and research to Turkish scientists. This might possibly be a joint venture of the Department in collaboration with TURDOK and the Hacettepe University Medical Library.)

IV. STUDENTS

The admissions process

50. In Turkey, as in some other countries where a national examination is given for entrance to the university system, the relatively small proportion of students who pass (some 10-15 per cent in Turkey) offers some assurance that the successful candidates are well-endowed intellectually and strongly motivated. However, among those who are offered admission, many fail to qualify for the faculty or department of their first choice.

51. The examination process gives a second chance for admission to those who fail to achieve an acceptable score. After the successful candidates have been placed there are still some unfilled places for which unsuccessful candidates may apply.

52. Finally, there is an opportunity for those who were unsuccessful in being admitted to their first choice school or department to qualify for another possible placement. This comes after the preparatory year of English studies when students are permitted to take another examination. As a result some qualify for a different school than the one to which they were originally assigned. But extremely few students follow this route.

Admissions to the Department of Library Science

53. Having gone through the process that is described above, undergraduates eventually begin their studies in the Department. Some will have changed their preference from Library Science to another department; extremely few will make a change later.

M.A. Programme

54. Announcements of openings for M.A. and Ph.D. candidates are published by the Graduate School in selected newspapers. The number of openings is set by the University and it varies from year to year. All current candidates for the M.A. and Ph.D. degree are included, whether they are still doing course work or have completed courses and are working on the thesis. Unlike candidates for admission to the undergraduate programme, graduates may apply to the Department through the Graduate School. All candidates must pass an English language test, a comprehensive examination (like the Graduate Record Examination in the U.S.A.) and an oral interview. Those who have studied library science as undergraduates or have had extensive library experience take a test in library science.

Ph.D. Programme

55. To be admitted to candidacy the applicant must have a good working knowledge of English, pass a comprehensive examination in librarianship, and, after completing 18 credits of course work, pass a comprehensive oral examination.

Applications and admissions to the graduate programmes

56. Some aspects of the selection process are shown in Table 5 below.

TABLE 5 - Graduate applications and admissions, 1972-1976

Programme	1972/73	1973/74	1974/75	1975/76	Total
M.A.					
No. of applications	27	15		7	49
No. of examinations	22	9	4	7	42
No. admitted	16	7	3	5	31
No. registered	16	7	1	4	28
Ph.D.					
No. of applications			2	1	3
No. of examinations			2	1	3
No. admitted			1	1	2
No. registered			1	1	2

The statistics suggest that a certain amount of self-selection takes place. This is indicated by the difference between the numbers who apply and the numbers who take the examination.

Commentary on admissions

57. An important measure of the quality of an academic institution is the intellectual quality of its students. Where an entrance examination is given and the failure rate is high, it is often believed that the examination process will produce the best students. There is, however, a division of opinion on this point. Some academicians have greater faith in the cumulative high school average as an indicator of intellectual quality and predictor of success in the university. Is there a possibility that a small proportion of student spaces can be made available to those who wish to compete for entrance on the basis of their high school record?

58. It is interesting to ponder the significance of the relatively high proportion of students who show an interest in library science, among those reported as having applied to Hacettepe University. This would suggest a rising interest in the field. It also points to a possible opportunity for the Department to publicize its offerings and the field of librarianship.

59. The admissions process for graduate students appears to assure a good selection of well qualified and highly motivated candidates. It is, however, unduly restricted by a quota system which does not appear to take account of the need for a stable flow of new students.

Enrolment

60. As Table 6 shows, undergraduate enrolment has increased by a little over 16 per cent between 1975-1976 and 1976-1977 while the rate of new M.A. enrolments has dropped.

TABLE 6 - Enrolment in all programmes, 1972-1976

Academic year	Undergraduate programme	M.A. programme	Ph.D. programme	Total
1972-1973		16		16
1973-1974		7		7
1974-1975	4*	1	1	6
1975-1976	37	4	1	42
1976-1977	43			43
Total	84	28	2	114

* These students qualified to enter the programme by virtue of having passed the English examination without going through the preparatory year.

Commentary

61. These statistics suggest the emergence of an apparent problem, particularly in regard to M.A. enrolment and possibly with respect to undergraduate enrolment. Assuming that the undergraduate programme is likely to become an important source of students for the M.A. programme, it would appear desirable to increase the size of the undergraduate student body, and at the same time to remove the barriers before the M.A. programme. The Department needs a regular flow of students into the M.A. programme to sustain the curriculum.

Graduates

62. One of the customary ways to evaluate the quality of a professional school is to follow the careers of its graduates. It would obviously be premature to attempt an evaluation on these grounds. On the Master's and Doctoral levels there are only a handful of graduates. The first graduates from the undergraduate programme will emerge in 1978. After that year it is expected that 35 or more graduates will appear annually.

Placement service

63. To serve graduates and attract new students an effective placement service is required. When the graduates are assisted in finding good posts and they make a good impression on their employers, two ingredients of a successful placement programme emerge for all to see. According to Dr. Kum, the Department, and he personally, receive many requests for librarians from libraries in various parts of the country. The Department will soon be able to fill some of these requests as M.A. candidates earn their degrees and B.A. graduates emerge.

Recommendations

64. (1) That the Department seek authorization from the appropriate authority to admit a stated proportion of new students on the basis of the cumulative high school average.

(2) That the Department seek to establish higher quotas for admissions to the undergraduate and graduate programmes. Annual admissions of 60 to 75 undergraduates and 15 to 20 graduates would not be excessive.

(3) That the Department publicize its programmes among undergraduates and graduates.

(4) That planning begin soon for the organization of the Department's graduates into an association. The new M.A. graduates would form a natural nucleus.

(5) That strong efforts be made to assist and encourage the emerging M.A. graduates to find better positions and become active in research and publication.

V. GOVERNANCE, ADMINISTRATION AND FINANCIAL SUPPORT

Governance

65. Like other Turkish universities, Hacettepe has a high degree of autonomy. The principal governing body is the University Senate. It is composed of the Rector, Vice-Rectors, Deans, two senators from each faculty, and Directors of schools. There is an Executive Committee. Its members are the Rector, Vice-Rectors, Deans, Directors of schools and the previous Rector. The Rector is an elected official.

66. Academic matters are discussed in both the Senate and the Executive Committee, but the latter also deals with administrative matters.

67. On the faculty level there is a Faculty Council. It consists of all tenured faculty. The Dean is Chairman. The Executive Committee of the Faculty Council includes the Dean, certain elected professors and the Doçents.

68. Deans are elected for three years, department chairmen for five years, by the Faculty Council. There is no limit to the number of re-elections.

69. The Library Science Department is represented on the Faculty Council of the Faculty of Social and Administrative Sciences, by the Chairman, Doç. Dr. İlhan Kum, and Doç. Dr. Adil Artukoğlu. With the other three full-time members of the Department they usually meet together to conduct department business.

Administration

70. The Secretary-General of the University is the head of administration. He attends the Senate and Executive Committee meetings, without vote, and serves as the rapporteur. (Dr. Kum is a former Secretary-General of Hacettepe University. He is also the present Secretary-General of the Turkish University Rectors Conference, a group which belongs to the European Rectors Council. In this capacity Dr. Kum attends 4 to 5 meetings a year in Europe.)

71. The operating budget and the capital budget take two different routes from inception to approval. The operating budget originates in departmental requests, and goes to the Dean of the Faculty, who consolidates it with other departmental budgets and submits a single budget to the Rector. The University operating budget must be approved by the Minister of Finance. Then it goes to the Budget Committee of the Grand National Assembly. At this point it may be defended by the individual Rectors. From the Committee the budget goes, usually in modified form, to the National Assembly for final approval. When the University receives its budget, it is administered by the Faculty Deans. There are no separate departmental budgets. The departments apply to the Dean for funds in particular categories.

72. The capital budget originates in the university but goes to the State Planning Organization for initial approval. Rectors may defend their budgets before this organization. Then the budget goes to the previously mentioned National Assembly Budget Committee and on to the Assembly for final action.

73. From an administrative point of view it is important to note that the Chairman of the Department of Library Science also serves as Acting Director of the Institute of Library Science and Documentation. As Chairman he reports to his Dean; in the capacity of Acting Director of the Institute, he reports to the Rector. The practical significance of this is that the Acting Director has access to funds outside the university budget.

Financial support

74. According to the Department Chairman, the financial support of the Department is adequate for present purposes, at least in regard to staff. He believes that whenever he finds an exceptionally well-qualified candidate for the faculty, his recommendation would probably be approved. In regard to the acquisition of equipment, the Chairman does not have the same degree of confidence.

75. The principal source of funds is the national government. Additional sources are the University foundations, international agencies and occasionally, non-governmental organizations.

76. As he looks into the future, the Chairman perceives a stable financial picture.

Commentary

77. Although educational policy must be approved by the Faculty Council and University Senate, the Department enjoys a good deal of autonomy and is encouraged to take the initiative in developing new educational policies and programmes. A small department at present, it is adequately represented with two members in the Faculty Council and by the Chairman, in the University Senate.

78. As a former Secretary-General, the Chairman is knowing in the ways of university administration. This is a strong asset for the Department.

79. Budget support appears to be adequate for the present. There is no reason to doubt that a well justified request for additional funds would be received sympathetically by the higher authorities.

VI. PHYSICAL RESOURCES AND FACILITIES

Department facilities

80. In its new quarters on the Beytepe campus the Department is well housed. There is ample classroom space, the faculty members have individual offices and the Chairman's quarters are adequate for present purposes, particularly while the Department remains small. In addition to classrooms, a large seminar room is assigned to the Department.

There is no separate lounge room for faculty or students, nor are there any special-purpose rooms, such as an audio-visual laboratory or an information processing laboratory.

Library resources and facilities

81. The University Library contains approximately 50,000 volumes and subscribes to 1,200 periodicals. These holdings do not include the Medical Library on the Hacettepe campus in Ankara. This contains about 100,000 volumes and subscribes to 1,300 periodicals.

82. There is a small library science collection of approximately 600 volumes and some 110 journal and other serial subscriptions.

83. At present the University library is housed in temporary quarters on two floors of the cafeteria building at Beytepe. A new library, now nearing completion, will provide room for 200,000 volumes and 500 readers. It appears to be large enough to accommodate one or more specially equipped classrooms for the Department of Library Science. The new library will eventually house a large proportion of the books and journals in fields other than the health sciences, which are now in the Medical Library on the Ankara campus.

Equipment and services

84. The Department appears to have an adequate supply of office equipment, but for duplicating and audio-visual services it must turn to other sources.

85. On the Hacettepe campus there is a well equipped printing shop in which excellent work is being done. The design is superior, as are the paper and printing. This shop produces several journals and has produced a number of distinguished monographs. Another printing shop has recently been opened on the Beytepe campus.

86. The University Computer Center is presently housed on the Ankara campus, but there are plans to install another centre on the Beytepe campus. There will be some teaching facilities in these quarters.

Access to Ankara libraries

87. It is significant to note that graduate students and faculty have access to libraries in Ankara, other than those of Hacettepe University. These libraries contain important collections; and some, if not all, could serve as sites for field experience. The library science collection of Ankara University is an excellent resource, with several thousand books and a large collection of bound journals. Another excellent source for library and information science journals is the METU library. There are fine special collections in the library of the Grand National Assembly (with over 500,000 volumes), and the library of the Turkish Historical Society. These two libraries also possess important manuscript collections. The National Library is another resource whose potential will be realized only after it moves out of its present severely overcrowded quarters into its new building, now under construction. There are also the Haceteppe University Medical Library, a model of good organization, with important collections in the health sciences, and TURDOK.

Commentary

88. While the Department's quarters are adequate in many respects, even to the point of being generous, lounge spaces for faculty and students are lacking. Even though a large central student social facility will be available, it will be several hundred yards distant from the Department. Much can be gained - educationally as well as socially - by providing lounge areas in the vicinity of classrooms and faculty offices. Better rapport among students is encouraged and informal discussions of class work often become real educational experiences in the relaxing atmosphere of a lounge room.

89. The library is inadequate in terms of its collections. The new building will provide the ambience for study, but to become a truly effective resource it needs considerably larger collections of books and journals. Although the Department can send its graduate students and faculty to the Ankara University Library and other libraries, it needs to become far more self-sufficient.

90. With respect to other resources the time may come in the not too distant future when the Department will see a need for its own computer facility. This need not be thought of as a large and expensive venture. Even one or two terminals and a minicomputer could prove to be valuable teaching and research adjuncts. Computerization is making an increasingly strong impact on various aspects of librarianship.

Recommendations

91. (1) A concerted effort should be made to build up the library science collection. An immediate acquisitions target of 2,000 books and 50 ten-year back-sets of journals over a period of two years would not be excessive.

(2) A preliminary inquiry should be made into the services and facilities the proposed new computer centre at Beytepe will supply, and plans should be made for utilizing the facility for the purposes of instruction and research.

(3) Consideration should be given to the possibility of furnishing as a student lounge, the large entrance lobby to the Department's quarters.

VII. SUMMARY OF RECOMMENDATIONS

It would be advisable for the Department of Library Science of the Hacettepe University:

Programme goals and objectives (paragraph 17)

1. to review and possibly revise its goals and objectives to distinguish between those applicable to the three educational programmes and those that more properly relate to the Department as a whole or to the Institute;

2. to publish and distribute widely a revised version of its goals and specific objectives;

Curriculum - Undergraduate Programme (paragraph 27)

3. to review the basic arts and science programme and find ways to extend further studies in the humanities and the physical sciences;

4. to integrate within each course instruction and practice (laboratory work) in cataloguing and classification and reference and bibliography;

5. to have the library make available and furnish appropriately a room large enough to accommodate 40 or more students for exclusive use as a laboratory for the Library Science Department;

6. to make an internship programme an integral part of the undergraduate curriculum;

7. to have the faculty consider the advisability of making more explicit the title and scope of the course in library procedures;

8. to make further analysis of the curriculum to determine whether existing courses can be modified or new courses introduced to accommodate book selection and collection-building, reading interests of persons on various levels, and contemporary library and information centre problems in Turkey;

9. to have the faculty consider whether it is now appropriate to extend the use of English in teaching the professional programme;

Curriculum - Master of Arts Programme (paragraph 34)

10. to retain the present research-oriented, problem-solving goal;

11. to retain the thesis requirement, but permit and encourage the student to begin work on it as early as possible;

12. to merge the library operations and type of library stems into a single "Operations in major types of libraries" stem;

13. to enlarge the core of required courses by adding to the present core selected required courses in the present operations and type of library stems;

14. to review the present Introduction to Library Science and Documentation course with a view to enlarging its scope;

15. to provide students without previous library experience an opportunity for a supervised internship;

16. to review and evaluate the curriculum at regular intervals;

Faculty (paragraph 49)

17. to identify future faculty needs to meet the growing requirements of the graduate programmes and to make efforts to add needed faculty;

18. to resume its previous practice of bringing in visiting lecturers and professors for short-term and long-term assignments;

19. to create a research programme for the Department and to prepare one or more research proposals for funding through the Institute of Library Science and Documentation, or an outside source;

Students (paragraph 64)

20. to seek authorization from the appropriate authority to admit a stated proportion of new students on the basis of the cumulative high school average;

21. to seek to establish higher quotas for admissions to the undergraduate and graduate programmes;

22. to publicize its programmes among undergraduates and graduates;

23. to begin early planning for the organization of the Department's graduates into an association;

24. to make strong efforts to assist and encourage the emerging M.A. graduates to find better positions and become active in research and publication;

Physical resources and facilities (paragraph 91)

25. to make a concerted effort to build up the library science collection;

26. to make a preliminary inquiry into the services and facilities the new computer centre at Beytepe will supply for possible use of the facility for the purposes of instruction and research;

27. to consider the possibility of furnishing, as a student lounge, the large entrance lobby to the Department's quarters.

APPENDIX I

EVALUATION QUESTIONNAIRE

The purpose of this questionnaire is to provide a basis for identifying the problems, evaluating the performance and formulating recommendations for the further improvement of the Hacettepe University, Department of Library Science.

I. Programme goals and objectives

1. What are the long-term goals of the Department of Library Science?

2. What are the specific objectives in terms of the desired outcomes of:

   (a) the undergraduate programme (B.A.);
   (b) the graduate programme (M.A.); and
   (c) the doctoral programme (Ph.D.)?

3. What are the Department's views of its responsibilities to:

   (a) the student body;
   (b) the university;
   (c) the library profession; and
   (d) the national interests?

4. In what ways are the Department's goals made known? (Please supply copies of published announcements of the Department's goals and objectives and programme descriptions in department catalogues, brochures, bulletins, etc. Also include copies of programme proposals and programme justifications submitted to university committees, administrative officials, and funding agencies.)

II. Curriculum

1. Undergraduate programme:

   (a) List the required courses by number and title.
   (b) List the optional courses by number and title.
   (c) Describe available programme specializations.

2. M.A. programme:

   Provide information as requested in 1 above.

3. Ph.D. programme:

   Describe the provisions for and the requirements of the Ph.D. programme.

4. What provisions exist for continual review of the curriculum? Is there a committee on curriculum?

5. What provisions are made for evaluation of courses and instruction?

6. Are records available to show the achievement of graduates from both the undergraduate and the graduate programmes? Please supply if available.

7. Description of courses:

List and describe each course that has been offered since the Department opened. For each course note the level(s) on which it is offered, that is, undergraduate or graduate. If the course has been discontinued give the date and reason. Also identify courses that are offered once a year or every two years.

8. If available, please supply:

(a) copies of syllabi or topical outlines and reading lists of courses;
(b) copies of student papers or theses.

9. What are the provisions for students to take courses in other departments or faculties of Hacettepe University or in other Turkish universities?

10. Are there any provisions for supervised field experience? If so, please describe.

11. Are there any provisions for independent study in the graduate programme?

12. Is the Master's thesis a general university requirement?

13. What is the rationale for requiring the thesis in the Department? Why should the student wait until he has completed 30 credits in the M.A. programme before submitting a thesis proposal?

14. What are the persistent problems that are associated with the curriculum? Can the problems be solved? How?

15. Should the Department operate solely on the graduate level?

III. Faculty

1. Provide for each current member of the faculty, part-time as well as full-time, a curriculum vitae on the attached form.(1)

2. For each faculty member employed since the Department was established, please give the following information arranged by academic year. (Identify undergraduate courses with a U, graduate courses with a G.)

Name of teacher	Academic year	Course(s) taught	No. of students

3. Are the size and specializations of the full-time faculty adequate to meet all the needs of the instructional programme? If not, state how many additional faculty are required and the subject areas in which they would be assigned.

4. Is there a need for more part-time specialists to serve in the instructional programme? If there is, please describe this need explicitly and state how it should be met.

5. What provisions are made for the observation of instruction?

(1) See the curriculum vitae form following this questionnaire.

6. What is the normal work-load of the faculty? (The number of teaching hours per week, the number of students assigned for advisement, the expected responsibility for the supervision of dissertations, committee work, etc.)

7. Please provide examples of faculty research and publications.

IV. Students

1. Provide factual data regarding current student enrolment as follows:

Student enrolment:

Programme	No. of students full-time			No. of students part-time				Total in FTE*
	Men (1)	Women (2)	Total (3)	Men (4)	Women (5)	Total (6)	FTE (7)	(3+7)
Undergraduate								
Master's								
Doctoral								

* FTE = Full-time equivalent.

2. Give, in summary, the record of student enrolment by academic year, as indicated below:

Academic year	Undergraduate programme	M.A. programme	Ph.D. programme	Total
1972-1973				
1973-1974				
1974-1975				
1975-1976				
1976-1977				
Total				

3. Please give your impressions of your students in terms of their educational background, intellectual quality and motivation, by checking the appropriate terms below:

	Fair	Good	Excellent
Educational background			
Intellectual quality			
Motivation towards librarianship			

4. How many undergraduates have you dropped for poor performance?

5. How many undergraduates have voluntarily dropped out of the Library Science Department?

6. Describe the admission requirements and procedures for the M.A. and Ph.D. programmes.

7. What is the annual number of applications for admission to the M.A. and Ph.D. programmes, respectively, since 1973?

8. What is the annual rejection rate since 1973 of applicants for admission to the M.A. and Ph.D. programmes respectively?

9. Describe your programme of student guidance and counselling.

10. Give the numbers of graduates from your programme(s) year by year, beginning with the first year in which there were graduates. Please follow this form:

Year	Undergraduate programme (B.A.)	Graduate programme (M.A.)	Total

11. How many of the graduates are employed in libraries?

12. List the libraries in which they are employed.

13. Does the Department have a placement service? If not, should it offer such a service?

14. What provisions are made to keep in touch with the Department's graduates?

15. Is there an association of the Department's graduates?

V. Governance, administration and financial support

1. How is the Chairman designated? (By what authority and by whom is he appointed?)

2. To whom does the Chairman report in regard to finance (the budget) and administrative policies?

3. What higher authority approves appointments and promotions?

4. Who has final authority to approve admissions on the undergraduate and graduate levels, respectively?

5. What are the channels for obtaining approval for changes or additions to the curriculum?

6. Is there an organization chart of the University and the Faculty of Social and Administrative Sciences? If so, please supply.

7. Does the faculty of the Department meet regularly? If so, how often and for what purposes?

8. What faculty committees exist in the school? How are the committees formed? By election or appointment?

9. Are students represented on any Department committees? If so, please specify.

10. What are the provisions for support staff? List the staff by name and title or function and designate full-time and part-time members.

11. Are faculty members other than the Chairman provided with secretarial assistance?

12. Is a formal annual budget made? By whom?

13. Is the financial support of the Department adequate to permit it to conduct its educational programmes?

14. What are the principal sources of funds for the Department?

15. What are the most critical financial needs of the Department?

16. What is the outlook for the future in regard to financial support?

VI. Physical resources and facilities

1. Provide estimates or actual figures in square metres, if available, of space assigned to the Department for the following purposes:

Square metres

(a) Administrative offices
- Chairman
- Secretary
- Files
- Work areas
- Other areas

(b) Faculty offices
- (List each teacher and the size of his/her office)

(c) Classrooms
- (List each room by number and size)

(d) Laboratories
- (List each room size)

(e) Lounge areas
- Faculty
- Student

2. Give summary figures pertaining to the present, as well as the new library:

(a) Size of library science collection
- Books:
- Periodicals:

(b) Size of the whole library collection
- Books:
- Periodical subscriptions:
- Non-print materials:

(c) Capacity of new building
- Books, periodicals and other library materials:
- Seats for readers:

3. Major equipment available to the Department:

   (a) List items of office equipment:

   (b) List items of classroom equipment:

   (c) List laboratory equipment:
   (audio-visual, copying machines, etc.)

4. What access does the Department have to printing and duplicating services?

5. What access do the students and faculty have to computer services?

6. What are the Department's principal needs for physical resources and facilities?

7. How can these needs be met?

CURRICULUM VITAE*

1. Name:

2. Current rank or title and date of appointment to same:

3. Type of appointment: (Check one)

   Full-time, non-tenured
   Full-time, tenured
   Part-time (if part-time, state nature and place of full-time appointment, if any)

4. Education in higher institutions: (Colleges, universities, professional schools)

Name of institution	Major field of study	Degree or other credential	Year credential was granted

5. Special competencies in teaching librarianship: (Such as cataloguing, and classification, academic libraries etc.)

6. Work experience in libraries, library schools: (Give chronological listing)

Year(s)	Name of institution	Position or function

7. Other work experience:

Year(s)	Name of organization	Position or function

8. List of publications:

9. Honours: (Scholarships, fellowships, medals or other distinctions)

10. Professional activities: (Membership(s) in professional organizations such as the Turkish Library Association)

11. Professional activities in Hacettepe University: (Membership(s) in University committees and other organizations)

---

* A contracted version of the form attached to the Evaluation Questionnaire.

APPENDIX II

Schedule of meetings and visits in Ankara

17 November to 13 December 1976

November	17	Telephone conversation with Doç. Dr. İlhan Kum, Chairman of the Department of Library Science, Hacettepe University
	18	Meetings with Mr. Dessau, Deputy Representative, and Mrs. Joyce V. Haskal, Administrative Officer, UNDP
		Visit to Department of Library Science and individual talks with faculty members
	19	Meeting with Dr. Kum
	22.	Visit with Prof. Dr. Gural Ateman Vice-Rector, Hacettepe University
		Visit with Prof. Dr. Emel Doğramaci, Dean of the Faculty of Social and Administrative Sciences
		Meeting with the Faculty, Department of Library Science
	23	Visit to Dr. Kum,s class (Introduction to Library Science, an undergraduate course)
	24	Visit to Yildiz Çakin, Director of Hacettepe University, Medical Library and tour of library
		Visit to Dr. Vural Türker, Director of the Hacettepe University Press, and tour of printing plant
		Meeting with Ersay Gürsoy, Assistant Director Hacettepe University Computer Centre, and tour of the centre
	25, 27, 29	Meeting with the Faculty, Department of Library Science
	30	Meeting with Dr. Kum
December	1	Meeting with Dr. Kum
	7	Presented first of two public lectures
	8	Meeting with Dr. Kismet Burian, Director of TURDOK, and tour of the facility
		Meeting with Dr. Melih Ege, Director of the Library, Grand National Assembly, and tour of the library
		Meeting with Dr. Abdülkadir Salgir, Director-General of Libraries, Ministry of Culture

December 9 Meeting with Dr. Mijgan Çunbur, Director-General, National Library, and tour of the library

Meeting with the Faculty, Department of Library Science

10 Meeting with Mr. Dessau, UNDP

Presented second of two public lectures

13 Meeting with the Faculty, Department of Library Science

Meeting with Prof. Dr. Bedrettin Tuncel, President, Turkish National Commission for Unesco